

**Memorandum of Understanding
between
The Richland School District
and
Richland County Birth to Three Program
For Calendar Year 2004**

1) Statement of Purpose

The purpose of this agreement is to establish working procedures between the Richland School District and the Richland County Birth to Three Program in the provision of services to children, birth to kindergarten age, eligible for early intervention or special education in compliance with Federal and State laws and regulations.

It is the intent of this Agreement to:

- a) Define which services will be provided by which agency.
- b) Ensure that children eligible for preschool special education services receive a free appropriate public education as required by law, in the least restrictive environment.
- c) Ensure that each agency cooperatively maintains communication and shares leadership responsibilities at the local level to ensure that available resources are utilized in the most effective manner.
- d) Ensure that these cooperative agreements between the Richland School District and the Richland County Birth to Three program are developed, implemented and preserved.

2) Program Mandates

- a) Responsibility of Birth to Three Program
 - i) Provide appropriate services based on the developmental needs of the child (with written parental consent.)
 - ii) Early Intervention Services include, may not be limited to, identification, screening, evaluation/assessment, individual family service plan (IFSP) development, service coordination, procedural safeguards, and transition planning.
 - iii) Provide appropriate early intervention services to eligible children and their families in natural environments, including home and community settings, to the maximum extent that is appropriate to meet the needs of each child.
 - iv) Services will be provided in Collaboration with the family in compliance with the Individuals with Disabilities Act, Part C, Chapter HSS 90 Wis. Adm. Code.
 - v) Work with other community agencies to insure access to services for infants and toddlers with special needs and their families.
 - vi) When a child two years, nine months and older is referred to Birth to Three the Birth to Three program will:
 - (1) conduct a screening
 - (2) if it appears likely that the child is eligible for a Birth to Three program, develop an interim IFSP that includes transition planning and other services, such as service coordination or services that need to be started prior to the completion of an evaluation.
 - (3) if it appears likely that the child may have an impairment and the need for special education, convene a transition planning conference and make a referral.

b) Responsibility of School District

- i) Provide services to preschool children with disabilities following the individuals with Disabilities Education Act Amendments of 1997 – Part B; CFR Parts 300 and 303, Chapter 115 Stats. And PI 11 Wis. Adm. Code.
- ii) Provide preschool children with disabilities a free appropriate public education (FAPE) including the development and implementation of an Individualized Education Program (IEP), procedural safeguards and the provision of related services.
- iii) Place preschool children with disabilities in the least restrictive environment with an opportunity to interact with non-disabled peers to the maximum extent appropriate.
- iv) Work with appropriate community agencies to provide services to preschool children with disabilities.
- v) Be responsible to attend the transition planning conference and conduct the evaluation for referrals from the Birth to Three Program when a child is two years, nine months and older.

3) **Service Implementation**

a) Child Find/Screening

- i) Birth to Three Program will:
 - (1) Identify, locate and evaluate children who may be eligible for Birth to Three program as outlined in the Wis. Admin. Code HSS 90.
 - (2) Play an active role in an informed referral network.
 - (3) Collaborate with the School District and other agencies to participate in a public awareness campaign.
 - (4) Participate when appropriate in community screening programs (Child Development Days)
- ii) School District will:
 - (1) Follow Child Find procedure, as outlined by 34 CFR 300.125.
 - (2) Include Birth to Three information in screening notices (Child Development Days)
 - (3) Invite Birth to Three personnel to screening (Child Developmental Days)
 - (4) Include Birth to Three as part of an informed referral network.

b) Referral for Evaluation

- i) Birth to Three program will:
 - (1) Obtain written parental consent to share information and submit a written referral to the School District at least 90 days prior to the child's third birthday.
 - (a) If the child's third birthday is in July, August or September, however, that child will be referred no later than May 1 of the year that s/he will turn three years of age.
 - (b) If the child whose third birthday falls in July, August or September is not referred by May 1st (for example, a child not previously known to the Birth to Three Program), then the referral will be made no sooner than July 1st to the Richland School District point of referral.

- (2) Coordinate with parental approval a transition planning conference with the school that shall include 0-3 personnel and the family.
 - (3) Provide most current evaluation reports and/or assessments, checklists, and standardized testing and criterion referenced testing results to the receiving agency.
- ii) School District will:
 - (1) Give notices that the Special Education Program Designee is the fixed point of referral.
 - (2) Process accordingly all referrals of suspected children with disabilities submitted by the Birth to Three program.
 - (3) Provide Birth to Three program with IEP referral forms.
- c) Comprehensive Evaluation
 - i) Birth to Three program will:
 - (1) Make available the opportunity for School District personnel to come and observe and test children in the natural environment as appropriate and arranged (with prior parental permission)
 - ii) School District will:
 - (1) Process referrals, as per PI 11.35 Wis. Adm. Code
 - (2) Include pertinent data from Birth to Three program in IEP Team decisions.
 - (3) Invite Birth to Three representative(s) to participate or serve on IEP team.
- d) Individualized Education Program Development
 - i) School District will:
 - (1) Invite Birth to Three personnel to participate in IEP planning with the intent to transition appropriate services, avoid duplication of services, and provide a total service delivery plan.

4) Training and Technical Assistance

- a) Birth to Three program will:
 - i) Invite School District Personnel, when appropriate, to participate in in-service or staff development opportunities.
 - ii) Consider co-sponsoring appropriate and relevant in-services/staff development opportunities.
- b) School District will:
 - i) Invite Birth to Three personnel when appropriate to participate in in-service development opportunities.
 - ii) Consider co-sponsoring appropriate and relevant in-service/staff development opportunities.
 - iii) Allow professional staff consultation (i.e. psychological, speech\language, PT, OT, vision, hearing, etc.) when appropriate, to Birth to Three.
 - iv) CESA services may be made available for assessments for children 0-3 with vision and hearing concerns

5) Parent Support and Education

The County Birth to Three program and School District will inform one another of upcoming parent support/education offerings, and encourage parents from both programs to participate when appropriate.

6) Transition Activities

The purpose of transition activities is to promote smooth, “seamless” movement for a child from one program to another. All parties acknowledge that transition from one program to another is a significant event in a child’s and family’s educational history. They recognize that family participation is crucial to a successful transition and agree to include families in all aspects of the transition planning. Each child making a transition will receive transition planning from a transition team. In addition to the child’s parents or legal guardian(s), the team may include a service coordinator, the transition coordinator designated by the receiving agency, and other personnel as appropriate. The Transition and Service Coordinators will work together to: Manage the transition process; evaluate the success of the child and family’s transition; plan for improvements in the process for future transitions and revise procedures for transferring records as needed.

a) The Birth to Three program will:

- i) Provide a written notice to the Coordinator of Special Education for planning purposes by the first of January, first of April, first of July, and first of October the children currently receiving 0 –3 who will be turning three twelve months from the date of the report. In order for names and identifying information to be released to the schools, the Birth to Three program will get written parental consent prior to submission of report. For each child the following information shall be provided:
 - (1) District of residence
 - (2) Services currently being provided
 - (3) Quarter and year of third birthday
- ii) Participate in the transition activities with the school district as defined in the transition guideline.
- iii) When a child is placed in into the Special Education Program and has an IEP in place Birth to Three may continue services over the summer based on need as identified by the IFSP team.

b) The School District will:

- i) Designate an individual as a point of contact for transition coordination. This may be a staff member who will be directly or indirectly involved in the assessment process.
- ii) Complete referral and placement procedures in the timelines designated by state and federal laws so that services are in place at the child’s third birthday.
- iii) Participate in the transition activities with Birth to Three program as defined by the transition timeline.
- iv) When a child turns three late in a school year or during the summer, the IEP team may begin to implement an IEP for the child upon the start of the new school year, or if necessary for the child to receive FAPE, the IEP team may decide to begin an implementation of the IEP through extended school year services (ESY). When the IEP team has determined that extended school year services are required, the school

district will be financially responsible. If the IEP team has determined that services will begin at the start of the new school year, through the IEP process, the Birth to Three program may develop a transition plan to continue services until such IEP services begin. These transition plans will be the responsibility financially of the Birth to Three program.

7) Term of Agreement

This memo of understanding shall have a term of one year and will be reviewed annually before October 15th of each year. By that date, each agency will confirm their understanding and commitment to this plan as it survives or as it is reviewed and revised through a joint process.

Richland School District

Richland County Health and Human
Services

Position/Title

Position/Title

Date

Date